R E P O R T R E S U M E S

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EXTENDING A HELPING HAND EDUCATIONALLY, A REPORT OF THE PROGRESS OF THE STUDENTS IN BASIC SKILLS 100, SUMMER 1967.

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IN SUMMER 1967, ALL ENTERING STUDENTS WHO SCORED BELOW THE 11TH PERCENTILE ON THE BAKERSFIELD COLLEGE ENTRANCE EXAMINATION, SCAT, AND ENGLISH CLASSIFICATION TEST WERE GIVEN ADDITIONAL READING, ARITHMETIC, AND GROUP NONVERBAL INTELLIGENCE TESTS. FROM THIS GROUP, 27 VOLUNTEERS WERE CHOSEN TO PARTICIPATE IN A 6-WEEK, 4-HOUR DAILY PROGRAM OF REMEDIAL ENGLISH, READING, AND MATHEMATICS. PRE- AND POST-TESTS SHOWED MEAN READING GAINS FROM GRADE 8.0 TO GRADE 8.4, WITH SOME STUDENTS IMPROVING BY MORE THAN TWO GRADE LEVELS. SIMILAR GAINS WERE NOTED IN THE SCAT AND THE ENGLISH CLASSIFICATION TEST. IN THIS PROGRAM, ATTENDANCE WAS NEARLY PERFECT, STUDENTS SUBMITTED WORK REGULARLY, STUDENT APATHY WAS MINIMAL, STUDENTS RECEIVED DAILY INDIVIDUAL ATTENTION, AND WORK SUBMITTED WAS CORRECTED BUT NOT GRADED. A LABORATORY ATMOSPHERE WAS MAINTAINED, WITH A STUDENT AIDE TO ASSIST THE TEACHER IN WORKING WITH INDIVIDUAL STUDENTS. GAINS IN TEST SCORES AND STATED STUDENT ATTITUDE INDICATED THAT THE PROGRAM WAS SUCCESSFUL AND WORTHY OF CONTINUATION. (WO)

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EXTENDING A HELPING HAND EDUCATIONALLY

A Report of the Progress of the Students in Basic Skills 100, Summer 1967

JC 680 044

UNIVERSITY OF CALIF.
LOS ANGELES

JAN 29 1967

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

Principal Investigator:
A. B. Silver
Associate Professor of English
Bakersfield College
November 1967

BAKERSFIELD COLLEGE

Edward Simonsen, President

EXTENDING A HELPING HAND EDUCATIONALLY

Basic Skills 100 Course

Summer 1967

Published by the Office of Institutional Research
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FOREWORD

The first Basic Skills 100 class (Summer 1966) differed from the class of Summer 1967 in these two aspects:

1. Each member had to be poor financially (required to qualify for work-study funds).

2. Only a limited sample (15 of 189 who were eligible) attended.

However, in a follow-up survey of the 1966 class, these facts were discovered:

1. Of the 15 who completed the course 11 completed the first semester and 10 completed the second semester of the 1966-67 school year.

2. Their overall grade point average ranged from a high of 2.84 to a low of .30 for the year.

3. Five were not on probation (below 1.5 grade point average) either semester.

4. Five are still in attendance.

The second summer class experience is reported herein by Mr. Silver. Modification in program took place and Mr. Silver describes these changes within the report.

Mr. A. B. Silver, as principal investigator, is to be commended for his work as both teacher and researcher of this program. Consideration of his recommendations will receive high priority as Bakersfield College plans further investigation into ways to assist the educationally and culturally disadvantaged student who enters its "open door".

Milton R. Sanden
Director of Institutional Research

INTRODUCTION

The basic skills program was initiated at Bakersfield College in June 1966. It was designed as an attempt to provide a service for those students who have traditionally been admitted to the college but who have placed well below the average of the college population on the basis of college entrance examinations. Bakersfield College has never been able to do a complete job of caring for all the students of this group, a group which may consist of slow learners, EMR's, under achievers, culturally deprived, or academically handicapped. Too many of these students drop out of the college by the end of their first semester. It has been difficult to determine the actual cause of this: academic failure; lack of interest; low intelligence; economic failure; lack of programs in the non-academic field; student marriage, etc. Professed reasons are not always the actual reasons.

To provide a better service for these students, to provide more for them and keep them in college longer, a pre-college basic skills program was established. This report is an attempt to evaluate the program as presented in the summer session 1967.

The program was designed to provide students of unrealized academic potential with intensive summer training in the basic skills of reading, writing, and mathematics, and later included the associated language arts skills of speaking and listening.

To choose the students for this program, all students who tested below the 11th percentile on the Bakersfield College Entrance Examination, SCAT, and English Classification Test were required to take additional testing. Reading, arithmetic, and a group non-verbal I.Q. test were administered, though none was a criterion for entrance into the program. After this second testing, we outlined our experimental program in broad terms and invited volunteers to participate. Those accepted (the first 27 to volunteer) were sent to a self-contained classroom where a core curriculum (see course of study) was provided. The program began June 19, 1967, and continued for six weeks to July 27, 1967.

Background and Philosophy

1. In California the public junior colleges are, by law, open-door colleges: i.e., they are obliged to admit all high school graduates and all others who, in the opinion of college officials, can profit from instruction.

2. Approximately 10% of those who choose to enroll are not equipped academically to cope with either transfer or vocational-technical programs.

3. A substantial part of the inadequacies displayed by this bottom 10% are closely related to membership in disadvantaged sub-cultures.

4. In order to be able to compete successfully, this category of student desperately needs to have his deficiencies repaired.

5. To throw him into regular college classes is to doom him to failure. He cannot profit from "more of the same." He needs intensive help that he is not going to get in the regular college classroom. To be salvaged, he needs something bordering on individual assistance.

6. This category of student has a reasonable chance to succeed if his academic problems are adequately defined and if programs are offered that will permit him to acquire the basic skills he needs for success in college. That he is a volunteer and mature enough to realize that he has problems improves his chances.

7. Those that have a chance to recover need to be identified, need to have their academic problems diagnosed, and need to be placed in instructional programs that will meet their peculiar needs. If this does not happen, some institution other than the community college will have to attempt to cope with the problem.

8. The problem, then, is to find effective means of identification, diagnosis, and treatment. This program addresses itself to an approach that promises help to some of those who are, in effect, the failures produced by society, and more particularly by a certain sub-culture of that society.

Description of Program

Basic Skills 100 was an experimental class which met four class periods a day of 52 minutes each, five days a week for six weeks. Instruction was initially in English, Remedial Reading, and Remedial Mathematics. As the program progressed, however, the course of study included the development of listening and speech skills. With the exception of the listening and speech skills, the activities of the Basic Skills program are listed in the appendix. It must be noted that this course was a core program and all activities were integrated.

Characteristics of the Group

The group consisted of twenty-seven students, but for the statistical data included here, the number of usable scores is twenty-four. Three students did not complete all testing and reference to them has been eliminated from this study.

In the group were ten males and fourteen females. Eleven of the group were Negro; 4 were Mexican-American; 8 were caucasian; and 1 was Chinese.

The students were given the Revised Beta Examination (1962--The Psychological Corporation), a non-verbal intelligence test. Scores are reported in I.Q., the norm being 100.

Mean I.Q.	102.7
Q1	96
Median	106
Q3	113

Standard Deviation = 10.16

Along with the Beta Examination was administered the California Reading Test (Junior High Level - Grades 7, 8, 9). The results of this test are used below to provide a characteristic of the group and to serve as one basis of comparison with another form of the same test administered at the conclusion of the program. In addition, the students were administered the California Arithmetic Test (Junior High Level - Grades 7, 8, 9).

Reading Level of the Group

Grade Level (California Reading Test Form X)

Mean	8.0
Median	8.8

Arithmetic Level of the Group

Grade Level (California Arithmetic Test Form X)

Mean	8.03
Q1	6.8
Median	7.8
Q3	8.8

Results of the Program in Reading

Reading was the one great area of weakness where all the students scored well below the college average. As Reading is the one basic skill essential in all college curricula (improvement in English and mathematics was dependent upon improved reading skills), reading was

emphasized throughout the program. In addition, therefore, to our regular evaluation based on the classification tests, a close study was made of the improvement in reading during the six-week period. The following gains were made by the group in reading (California Reading Test, Forms X and Y).

	Reading		
	Test 1	Test 2	Gain
	Grade Level		
Mean	8.000	8.443	.443
Q1	6.1	7.2	1.1
Median	8.8	9.2	.4
Q3	9.5	9.8	.3

Note: These scores represent group median and mean; however, they do not reflect individual gain which for several of the group was as high as two grade levels.

Grade level scores are represented by the average rate of one month's improvement for each month in school for a ten-month period. As these students have not been progressing throughout their school career at the average rate, the gains made during this six-week period reflect a much greater improvement than is suggested by the above figures.

The Classification Test

As one of the goals of the program was to determine the effect such an intensified core curriculum could have in better preparing the student for college, these students were permitted to retake the Bakersfield College Classification Battery (SCAT, Nelson-Denny Reading Test, English Classification Test). Though the findings do not reflect controlled research procedures which would provide irrefutable objective conclusions, these results have, nevertheless, been used in setting up basic recommendations for future study and to provide, at least, empirical evidence that justifies the recommendations made later in this report. It is best, perhaps, to list here the results of the two testings on an individual basis so that a close examination of these scores would reveal the achievement made in verbal ability, quantitative ability, reading, and English. As classification is determined by percentile scores and not raw scores, these are the scores given. In each instance the score in the first position is test one (May 27, 1967) and the score in the second position test two (August 3, 1967). The numbered listing represents the students:

	SCAT				NELSON DENNY						ENGLISH CLASSIFICATION			
	V^1	V^2	Q^1	Q^2	Vo^1	Vo^2	C^1	C^2	T^1	T^2	Raw^1	Raw^2	C^1	C^2
1.	2	11	3	6	11	24	25	25	16	23	9	9	3	3
2.	22	36	3	6	31	51	36	36	33	43	4	4	4	4
3.	2	2	2	3	9	16	3	16	3	14	3	6	4	4
4.	3	5	1	1	7	11	3	16	2	11	6	12	4	3*
5.	42	45	7	3	55	58	36	42	46	48	6	12	4	4
6.	1	3	1	3	5	2	1	3	1	1	1	3	4	4
7.	21	13	15	15	5	49	16	48	18	26	12	22	4	3*
8.	29	27	9	2	9	45	16	6	10	17	1	9	4	3*
9.	12	12	7	1	21	45	20	42	19	43	12	12	4	4
10.	2	3	9	12*	1	4	30	20	10	9	12	22	3	3
11.	8	17*	4	7	14	16	4	3	5	4	6	9	4	4
12.	8	8	6	11*	41	41	25	30	31	30	12	22	3	3
13.	1	1	5	5	2	11	2	6	2	6	1	2	4	4
14.	5	3	2	3	4	11	6	30	3	19	6	9	4	4
15.	1	3	1	2	4	1	1	6	1	1	4	12	4	4
16.	2	3	12	15	16	41	2	12	3	21	4	10	4	4
17.	8	9	46	60	19	24	20	12	15	17	3	22	4	3*
18.	27	27	8	12*	31	38	16	20	20	26	6	16	4	3*
19.	1	2	6	13*	19	21	6	6	8	9	16	22	3	3
20.	6	6	9	20*	11	16	42	48	28	28	16	22	3	3
21.	11	11	7	7	1	31	3	1	1	3	6	9	4	4
22.	1	6	4	2	9	11	12	1	8	1	3	6	4	4
23.	2	9	34	46	9	16	42	36	23	25	9	12	4	4
24.	2	8	34	51	16	11	16	25	14	16	4	9	4	4
Mean	8.21	10.83	9.71	12.74	14.58	23.08	15.79	20.37	12.91	18.37	6.74	12.45		

NOTE: Numbered letters denote date of test - Test 1 May 27, 1967; Test 2 August 3, 1967

V-Verbal
Q-Quantitative
Vo-Vocabulary
C-Comprehension
T-Total

E-English classification test
Cl-Classification level in English
* Change in classification in English or Math

ALL SCORES PERCENTILE SCORES

EVALUATION OF CLASSIFICATION TEST RESULTS
(All Scores are Percentile Scores)

SCAT (VERBAL)

	Test 1	Test 2	Gain
Mean	8.21	10.83	2.67%

SCAT (QUANTITATIVE)

Mean	9.71	12.74	3.03%

NELSON-DENNY READING TEST

Mean Vocabulary	14.58	23.08	8.50%
Mean Comprehension	15.79	20.37	4.58%
Mean Total	12.91	18.37	5.46%

ENGLISH CLASSIFICATION TEST

Mean	6.74	12.45	5.71%

NOTE: There were 10 reclassifications, 5 in English and 5 in Mathematics

Observations and Recommendations

The observations and recommendations which follow are based on conclusions drawn from the above statistics, limited as they are. No attempt is made here to present a research study on a group of students taking a part in a special program. Time--in setting up the program and evaluating it--prohibited this. However, an attempt is made here to set down the personal observations and reactions of the instructor, based on pertinent data, which may be used in an overall evaluation, and to list recommendations for the consideration of such a course in the future. This latter purpose is the principal aim of this report.

Though no control group was used, and other factors may have entered into any improvement shown by members of the group (three months passed between dates of test: SCAT, Nelson-Denney Test and English Classification Test), it might be reasonable to conclude that the gains made do reflect progress and, therefore, suggest the value of the Basic Skills 100 Program. Though, too, the gains may reflect test awareness and high motivation, there is reasonable evidence to suggest that these students may be better able to meet the minimum requirements necessary for college survival as a result of having been in the Basic Skills 100 Program. If survival is too harsh a word to use in respect to this program's aims and these students, it must be remembered that their motivation stems from their desire to survive in college. It is true that it is much too early to claim that the Basic Skills 100 Program is what is needed by all low-level students or that these students will justify the extent of this program by their succeeding in college; however, these students are aware--the college is aware--that they are better off for having completed the program. How much better off they are can only be surmised now on the basis of their test results and the subjective viewpoint they and their instructor offer. Suffice it to say that an examination of this report in detail will present to the reader an appreciable understanding of the purpose of the program, its content, and perhaps, the willingness to follow the recommendations included here. These observations and the recommendations which are a result of them are listed without regard to degree of importance but, rather, by order of recall.

1. Test scores revealed satisfactory gains and justify the Basic Skills 100 Program. Average gains in reading and arithmetic are well above what could be considered good gains by even the normally progressing student. As these students have been progressing at below the normal rate, these gains tend to be even more suggestive of great improvement.

2. Attendance in class was nearly perfect. Almost the total group never missed a session. Three students had absences due to illness and were not available to take the final series of tests.

3. The class hours (8-12 A.M.) were satisfactory and did not seem to be too long, too tiring, or "too early". Actually, four hours a day was inadequate as there was always more time needed to satisfy each student's needs when each session ended.

4. The four hour class was used effectively to give continued attention to areas when needed. Two breaks during the session--one a short one and one a longer "coffee break"--seemed adequate and provided the stimulus for continued activity at a high level of concentration.

5. At the end of the six weeks, it was felt by the students and instructor that the class could profit from more time as there was a great need for continued instruction. The class ended rather than concluded. There was a feeling that the program was just beginning to get under way.

6. The size of the group and the length of time involved allowed a strong rapport with the class. The students were known to the instructor not only academically but personally. This knowledge of the student was a strong determinant in the progress of the class.

7. Use was made in the classroom of the tape recorder, tachistiscope, controlled reader, and overhead projector. All proved to be beneficial.

8. Student apathy (often found in this category of student) was at a minimum, and the variety of subject matter often provided for continued attention. Class lesson plans were non-restrictive and were based on daily needs of the students. Students who needed or desired work in a special area, because of weakness or interest in that area, were free to emphasize that area during time allotted to individual work. High test gains in one area but not in another are a result of that emphasis.

9. Students showed by their presence in class a desire to improve and "get ready" for college. It must be suggested here that the program provided an interim step between high school and college, and students were not aware of the dramatic change they were expecting at the onset of college.

10. The program provided orientation to college in that information was offered concerning school policies, admission procedures, the meaning of probation, and college offerings. The Dean of Admissions was invited into the class to discuss many of their concerns with them.

11. The students who completed this program were realistic in terms of their future goals at Bakersfield College. Many came in with little awareness of their real potential and real limits.

12. All students who completed the program were awarded six units of elective credit with a grade of C. (This course does not apply toward satisfying graduation requirements except as an elective.) Advising the students that good attendance and completion of all work of the course would result in the awarding of this grade and credit relieved them of their need to concern themselves with grades. This procedure proved highly satisfactory and, no doubt, was a cause of the good attendance and completion of the program.

13. Students in the group were given individual attention every day. The use of a qualified student-aide to assist in the preparation of materials and in the grading of papers was a great asset. It was found that this student-aide was essential to the success of the program. The student-aide corrected themes, tests, and performed other essential clerical work.

14. All work submitted by the students was corrected but not graded. Each student was made aware of the laboratory philosophy of the class, that self improvement was its own reward. As a result, no student failed to turn in assigned work.

15. The work load for each student was heavy in class as time was provided for its completion. The use of the student-aide resulted in all work being evaluated and returned by the next class session. The immediate return of the work provided for high student interest and a basis for continued instruction. As most instruction was on an individual basis, the immediate return of work allowed the student to move on in whatever area of concentration he found himself. The basis for the content of the course was always the student's own need within the framework of the course curriculum.

16. Not shown by testing is the change in attitude by the students during the program. The students who came into the program, not knowing what to expect and bearing only the experience of their high school education to guide them, found that college WAS different from high school, that more was expected of them, that they had to show initiative, that they were faced with having to choose a pathway to a future. They, as a group, became more realistic in regard to their futures and what college could and could not provide. There is evidence in their compositions and autobiographies (written in class) to this effect. These students became realistic in regard to their potential and what future goals were practical for them to pursue in relation to their ability.

17. The organization of the program was the responsibility of the instructor, the Associate Dean of Instruction, and the Dean of the Evening Division. In addition, the Dean of Admissions was necessarily involved. There was some difficulty in the preliminary preparation of the program until direct responsibility for the program was taken by the Associate Dean of Instruction.

18. As a result of beginning the program late in the Spring (two weeks before the first day of instruction) there was some difficulty in enrollment procedures. One cause of this was the students' tardiness in completing registration. As a result of this late registration, class size grew beyond that expected and desired for a program of this type. Twenty-seven students comprised too large a class for maximum benefit to all.

19. Better articulation between the college and the high school district is needed to acquaint all eligible students with this program and its values. A lack of articulation concerning this program between the college and the high schools may have been the cause of the small number of students out of the group eligible who actually were aware of the program.

RECOMMENDATIONS

On the basis of the data and observations given above, the following recommendations are made:

1. That the basic skills program be continued and expanded. It would seem that there would be a sufficient number of students to allow for more than one section each summer.

2. That such a program be considered for students during the normal school year on an experimental basis.

3. That the basic skills program be made a permanent addition to our summer school offering and that guidelines be set up to allow the program to operate at maximum efficiency for as many students as can benefit by it.

4. That academic need and student motivation be the prime requisite for entry into the program.

5. That for experimental purposes one section of this program be set up in which I.Q. is a requisite for entrance so that a correlation can be made between I.Q. and success in this type of program.

6. That the course of study for this course be expanded to include instruction in the development of listening and speech skills.

7. That flexibility be an integrated part of this program so that day-to-day instruction can be determined by the needs of the students in the group in relation to their satisfying the minimum requirements for success at Bakersfield College.

8. That the length and time of the program remain the same.

9. That class size be a maximum of twenty. (See observation #18).

10. That additional instructors be selected to allow for expansion of the program.

11. That preparation for the program and selection of students be begun as early in the spring of 1968 as feasible.

12. That the control of the program remain the direct responsibility of the Associate Dean of Instruction. (See observation #17).

13. That a qualified student-aide always be available to work with the students, to aid in correcting papers, and to prepare materials for use in the program.

14. That the class credit remain six units and that students who complete the course be given the grade of C.

15. That, when possible, counseling and orientation be provided in the areas of curriculum, probation, programs of study, and employment opportunities.

16. That publicity be given this program to assure the community's and the high school district's awareness of this program. (See observation #19). Counselors in the high school should be given information concerning this program and its value as soon as possible. Copies of this report in a form usable to them should be made available.

17. That, finally, provision be made to evaluate this program with regard to standard research evaluation procedures and all factors that such a research study might entail--control group, identification, classification, longitudinal follow-ups, etc. This research should be begun by following those students who were involved in the 1966 program and the 1967 program through their school careers. Use should be made of all available data, including personal interviews with these students, that is now available to college or which will be during the coming semesters.

CONCLUSION

Research evaluation, test scores, observations and recommendations are all essential to an overall evaluation of any experimental program. Yet, finally, the subjective observations of the personnel involved in creating a program must also be weighed carefully, for it is often that personal observations are accurate ones. The true worth of a program often comes out of the changes in attitudes students have toward their work, toward themselves, and, now, toward their future in college. These changes in attitude cannot easily be represented by statistics, nor can they easily be proven by continued study. Still, they are there. The students who participated in this program have expressed their feelings, and they did feel that they were somehow involved in an experience which could be an important one for them. Their feelings can only be suggested here, but note must be taken of them. If, above all else, one student says that he is better off, more secure in college, more aware, then we may rest assured that we have performed a little more ably our task of providing for the members of our community.

APPENDIX

1. Course Outlines
2. Sample of Letter of Invitation

COURSE OUTLINE

I. Remedial English

a. Objectives

1. to develop an acceptable degree of proficiency in the use of good grammatical structure
2. to develop the ability to write a correct, intelligible sentence
3. to develop the ability to construction an intelligible paragraph
4. to improve spelling and vocabulary
5. to develop a sense of neatness in writing and over-all presentation of written assignments
6. to become better acquainted with the uses of the dictionary
7. to develop a better taste in reading and to promote better reading habits

b. Course Content

1. Grammar, correct usage, sentence structure, punctuation, spelling, vocabulary building, dictionary study, practice in writing

c. Means of Achieving Objectives

1. continual work on grammar and usage
2. work on spelling laboratory materials
3. continual work on sentence structure
4. continual work on spelling and vocabulary
5. continual work on punctuation and written form
6. individual tutoring to assist in overcoming major and minor errors in writing and spelling
7. class discussion of assignments
8. blackboard drill
9. supplementary mimeographed materials corresponding to text material
10. frequent quizzes
11. examinations
12. written assignments in class
13. outside writing assignments

II. Remedial Reading

a. Objectives

1. purposeful reading in which the student analyzes the nature of each reading experience and adapts his rate and method to the material at hand
2. freedom from such technical difficulties as slow rate, inadequate comprehension, poverty of vocabulary, and habits which contribute to poor achievement: regression, vocalization, lip reading, auditory reading, finger pointing, etc.

3. achievement of background in areas of weakness
4. development of ability to read critically
5. realization of increased pleasure in reading, not only in fulfillment of reading assignments, but as a leisure time activity
6. recognition that books may provide insight into personal problems and world evaluation
7. better habits of study

b. Means of Achieving Objectives

1. frequent individual counseling periods
2. maintenance of cumulative case histories
3. class discussion of reading principles and selections read in common
4. encouragement of student reading within areas of individual interest as a basis for the development of interests in other fields
5. occasional oral reading by the instructor of short passages of great interest followed by class discussion and recommendation of similar material for outside reading
6. student maintenance of folders containing classroom work and records of outside reading
7. regular rate and comprehension checks to be recorded on graphs as indications of student progress
8. practice in skimming, reading for important details, and getting the central idea
9. program of vocabulary development based on the maintenance of private lists, wide reading, and use of the library
10. experience in the use of the library
11. use of classroom materials such as classroom library and multi-level reading materials
12. use of the tachistoscope, Controlled Reader, and Reading Accelerators
13. prescribed exercises for individual problems
14. analysis of reading problems encountered in other college courses and guidance in the solution of such difficulties

III. Remedial Mathematics

a. Objectives

1. to provide an opportunity for those students who have had little experience in mathematics to develop ability and understanding in the fundamentals of mathematics
2. to diagnose for each student his weaknesses in basic arithmetic and to provide instruction for overcoming those weaknesses
3. to provide practice and to develop skill in the four fundamental operations, addition, subtraction, multiplication, and division with integers, fractions, and decimal fractions and to develop confidence and skill in working problems which involve these operations
4. to develop understanding and practice in percentage
5. to develop practice in reading all problems with understanding

6. to provide the opportunity and to develop the necessary skills and understanding so that a capable student may be able to successfully continue a program in mathematics if he so desires

b. Means of Achieving Objectives

1. assigned problems from the text for every meeting of the class
2. diagnostic quizzes and detailed discussion of errors made on quizzes
3. individual conferences with each student in class
4. class discussion of types of problems with numerous illustrations shown
5. instruction in the following areas--whole numbers, fractions, (common), decimals, percent, and measurement

BAKERSFIELD COLLEGE
KERN JOINT JUNIOR COLLEGE DISTRICT
BAKERSFIELD, CALIFORNIA 93305

May 16, 1967

Dear

We have completed the scoring of your entrance examination which was administered at Bakersfield College earlier this year. We use test results to help us counsel with students regarding their educational and vocational plans. Each year there are a number of students whose test scores indicate that they have need for some remedial work before they enter a more demanding college program. You are one of these students. To help you do the best possible job in selecting an appropriate program of study for the fall semester, 1967-68, it will be necessary for you to report to Bakersfield College for additional testing. This testing date is set for Saturday, May 27, at 9:00 a.m. in the main reading rooms of the College Library. The testing period will last about three hours.

Please understand that we are trying to do the best we can to assist you as you begin your college career. We hope that you will agree that it is in your own best interest to provide us with as much information about you as possible. We feel that this additional testing is very necessary and, therefore, we are, in effect, requiring you to be present for it. If it is absolutely impossible for you to attend this testing session, please call my office, 327-1711, extension 203.

Sincerely,

Milton R. Sanden
Associate Dean of Instruction

MRS/dm